

Writing to Learn Strategies

SCIENCE

Directions: Under each strategy category, describe how you used the strategy in your class. Sign off on your idea by adding your initials in parentheses. Add a post at least once per week so that each person has a total of at least **4** posts by Nov. 10th. The more we share, the more ideas we receive!

Review of Strategies So Far

Admit/Exit Slips: Upon entering or exiting the classroom, students write on an assigned topic, reflecting on a lesson, etc.

MVP-Most Valuable Point: Using a text or topic studied in class, students identify the most valuable point and record that idea along with why they think it is important to their learning. Students share with those around them while the teacher listens for themes.

One Minute Assessment: While teaching a concept, the teacher stops periodically and asks students to reflect on their thinking/learning about the concept at that moment. Some sentence starters include: "One thing that became clear to me today is . . .," "Some questions I still have . . .," etc. Students can share with others in partners, using a Whip Around, etc.

Admit/Exit Slips	MVP-Most Valuable Point	One Minute Reflection
Admit Slip-Students wrote down a list of tools that a scientist might use, as well as describing what science means to the student. (MA)	While reading about living vs. nonliving things, have students write characteristics of living things on the left column and characteristics of nonliving things on the right column. When done, write a summary about living vs. nonliving things. (EA)	During a lab, stop students every once in awhile to have them write a prediction on what they think will happen next. (EA)
Exit slip- Students provided two examples of movement stating the object in motion and the reference point.(JS)		The students wrote one minute reflections about what science is to them,as well as describing the difference between a law and theory . (MA)
Admit Slip-What are the eight steps of the scientific method? (MA)		

[illegible]